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PERSONAL PRESENCE OF THE TEACHER.

It is a singular fact in the control of mind over mind, that the unconscious influence we exert, is a thousand fold greater than that produced by our studied and labored efforts. Silent, and often unobserved, this influence is, nevertheless, everywhere permeating and all-controlling. We teachers make it a subject of special and unwearied study, and, too often, of prodigious effort, to govern our schools; but our schools are governed by the spontaneous influences of our personal character and bearing. We never look upon a mother, fondling her infant, smiling in its beaming eyes, and frowning upon its incipient mischief, without feeling that the most ambitious teacher could desire no greater controlling power over his pupils, than that mother wields, unconsciously, over her little offspring. But the mother educates and moulds its character without rules, without books, and, for the most part, without knowing how or when she does it. Her smiles and frowns; the tones of her voice, whether gentle or harsh; the language of her eye; the movements of her person; the playthings and picture-books placed in its little hands; the nursery song and story, and the daily conversation of the domestic circle; the furniture of the room, and the tidiness or untidiness of the house; all these form

and shape, for good or otherwise, the main elements of the future character of the child before it enters the school-room.

The office and extent of these unconscious influences are too often overlooked after the child comes, for a time, under the teacher's care. Were they to be more fully recognized, and made the subject of study and observation, teachers would less often be puzzled to account for the failure of their efforts, as well as for some of the unlooked-for results, of whose immediate cause they seem to be ignorant.

The personal bearing of the teacher, in body and mind, in the school-room, and elsewhere before his pupils, is one of these silent and neglected influences whose importance we can hardly over-estimate. The certainty of its operations as an educating power, is no more to be doubted than the simplest process of the explanation of a lesson upon the understanding of a pupil. The habits of speaking and thinking; of walking and sitting; of smiling and scolding; of dress and cleanliness; of meeting pupils and exchanging salutations and courtesies; are all, to say the least, powerful educators. The teacher who is crabbed and peevish, constantly exhibiting his testiness before his pupils, and finding no sunny side to life, should not complain if the mood of his school is the farthest possible from amiable and kind. In their unhappy frame of mind, he only sees the reflection of his own porcupine temper. It ill becomes such a teacher to deal out censure or correction, for he is mainly the author of his own trouble. Like begets like; and it is useless for him to attempt to ignore this principle, or to wink it out of sight. It is a principle which works by fixed laws, and may be calculated upon with great certainty. Go before your school, fellow teacher, in a passion; fret and fume until every muscle of your face swells with anger, and your eyes fairly burn with fury; and if the elements in your school-room do not, before the vernal equinox, combine and bring on a "storm" of the regular "line gale" type, it will be because you have in time discovered your folly and rashness, and applied the proper correction in your own case.

We have seen lazy schools; but were never much surprised at such sights, for we have generally found in such schools a lazy teacher — we beg pardon; — a lazy person in the teacher's chair;

for a lazy person can, strictly speaking, be a real teacher of but one thing — laziness. An infusion of a little life and activity into the movements and manners of such teachers, would be far more effective than their prosy attempts to wake up pupils who are so good at following the example set before them.

Teachers who affect a style of dress more becoming the jockey than the gentleman ; who neglect the daily use of hair comb and brush, so as to appear savage ; who lounge in their arm chairs with their feet upon the school-room table, and who talk and swagger like the frequenters of a beer-shop ; are the teachers with whom the parents of the pupils may open an account, and charge to them no small amount of the rowdyism which boys so readily learn and imitate.

The lady teacher who shows good taste in dress, however simple it may be, and in her care of the school-room, and in the arrangement of her books and papers upon her desk, strikes the key-note to the future respectability and comfort of many a bright-eyed girl who observingly sits before her in the school-room.

Then there are some teachers who, strange to say, will use the filthy weed in the school-room ; and over whose floor and platform ladies dislike to travel. What shall we say of such teachers ? We will commend them to the tender (?) mercies of — *Mr. Trask*.

Teachers should be gentlemen and ladies ; kind, affable, and earnest in their deportment ; exhibiting good taste and judgment in dress and style of living ; carefully observant of all the proprieties of conduct and life ; kind in heart and in deed ; manifesting a tender interest in the welfare of their pupils ; and identifying themselves, as far as is consistent with their duties, with all the good and noble enterprises of the day — such teachers will magnify their office and have their reward.

A. P. S.

PROFESSOR AGASSIZ, in a late lecture, said : " Boys and girls, men and women, should be less cloistered. They should be associated in the school, on the farm, and in the shop. Their influences should be pure and healthful, and thus would the race attain more perfect development. Society will then be put on a higher foundation."

## A HINT ON TEACHING GEOGRAPHY.

THE efforts made in teaching Geography, are, for the most part, prodigious; the results, really and practically, infinitesimal, and generally useless. The memory of the pupil is overtasked in attempts to learn everything, with very little natural system or method; while a knowledge of the few general principles and facts, which are sufficient with which to begin life, is seldom or never acquired. Take a single point: The relative position of places. Few pupils, or adult persons, have even the most important localities of our own country so accurately mapped out in the picture of the mind, as to be able to give their relative position and direction correctly. Ask any schoolboy in the "first class," or man of business, which is situated farthest north, Boston, or Columbus, Ohio; Philadelphia, or San Francisco; or which is farthest west, Charlestown or Pittsburg; and the answer will more likely be a Yankee guess than positive knowledge. Not long since a gentleman, who has been considerably connected with commercial affairs, was asked the longitude of Havana compared with Boston. His reply was, that it was "about the same; possibly a little farther east;"—when told that Detroit and Havana were nearly on the same meridian, his incredulity was amusing.

The true meaning of latitude and longitude on the curved surface of the earth, is not generally understood by pupils. Teachers know very well that it is quite possible that all the definitions of those terms, usually given in geographies, may be learned and recited, and yet the learner may not have a correct understanding of them. It is observed that such pupils generally regard all places in range of a straight line east and west, as having the same latitude, instead of following the curve of a parallel; and in longitude, the margin of the map, instead of a meridian, is often taken as a guide. Longitude is also spoken of as distance east or west of a place, instead of the meridian of a place. Tell them that the difference in longitude between Boston and Liverpool, is sixty-eight degrees (nearly,) and that the length of a degree of longitude, on the parallel of Boston, is forty-four and a half miles; and they will tell you that the product of sixty-eight by forty-four and a half, will give you the sailing distance of a vessel between the two places.



Few pupils would detect the error in such calculation, unless their attention is specially called to it. They will understand it, however, if meridians and parallels are drawn upon the blackboard, and they are shown that the real distance between those places would be represented by the hypotenuse of a triangle, the base of which is a parallel, or line extending from Boston due east until it reached the meridian which passes through Liverpool; and the altitude of the triangle, that portion of the meridian between Liverpool and the eastern extremity of the base; which is equivalent to the difference in latitude between Boston and Liverpool.

Learners should not be allowed to advance far in the study of Geography until the subject of latitude and longitude is thoroughly mastered. When that is done, the relative position of places becomes a matter comparatively easy of acquisition. It is not to be accomplished, however, by committing to memory the latitude and longitude of a large number of places. Far from it. A few leading points and facts, judiciously selected, should be learned, and made guides for the association of others. To illustrate our meaning, let us suppose we are studying this branch of the subject in connection with North America.

Select as *guide points*, Boston, Philadelphia, Washington, Charleston, Havana, New Orleans, and San Francisco. The list need not be extended; and were the lesson any other than our own country, it might be less. Let the exact latitude and longitude of these places be made so familiar that they can be recalled without hesitation.

Observing, now, that the southern boundary of North America is near the parallel of ten degrees north; take, next, some of the most important parallels usually drawn upon maps of this continent, trace them across the map, and observe the principal states, cities, and bodies of water, through which, or near which, they pass. These are to be committed to memory, in connection with the parallels — not a difficult task, for they are so related that the laws of association will come to the aid of memory. They will be found to be substantially as follows:

The parallel of *twenty degrees* passes through the south-eastern part of the Island of Cuba, Yucatan, and near the city of Mexico; and, if extended into the Pacific Ocean, would pass through

the Sandwich Islands ; *twenty-five degrees*, near the southern point of Florida ; *thirty degrees*, through Northern Florida, near New Orleans, through Texas, and Northern Mexico, cutting the Gulf of California in its northern part ; *thirty-five degrees*, through southeastern North Carolina, the extreme northern part of South Carolina, forming the northern boundary of Georgia, Alabama, and Mississippi, through Arkansas, Indian Territory, New Mexico, Arizona, and Southern California ; *forty degrees*, through the middle of New Jersey, Southern Pennsylvania, and near the cities of Philadelphia, Columbus, Indianapolis, and Springfield, Ill., through Northern Missouri, forming the boundary line between Kansas and Nebraska, through Northern Colorado, Utah, Nevada, and Northern California ; *forty-five degrees*, through the middle of Maine, the extreme northern part of New Hampshire, forming the north boundary line of Vermont, and North-eastern New York, through Canada West, Lake Huron, Michigan, Lake Michigan, Wisconsin, Minnesota, near St. Paul's, Dakota, Idaho, and Northern Oregon ; *sixty degrees*, through Cape Farewell, the southern point of Greenland, Hudson's Bay, the middle of British America, and Southern Russian America.

With the longitude of the guide points above-mentioned already in the mind, it will not be necessary to learn the course of many of the meridians. But we can now group together, for the purpose of association, places whose latitude or longitude is the same, or nearly the same. There will, of course, be an advantage in such groups in taking one or more of the guide points whose position is already known, when it can be done. They should be places whose importance or prominence renders them worthy of having their position retained in the mind, as a part of the pupil's permanent stock of geographical knowledge.

Among the places of the same or similar latitude, are: Washington and St. Louis ; Boston, Albany, Detroit, Lansing, and Chicago (nearly) ; Augusta, Me., the White Mountains, and Montpelier, Vt. ; Concord, N. H., Toronto, and Milwaukee ; San Francisco, and Richmond, Va. ; Hartford, Ct., and Cleveland. Places of similar longitude: New Orleans and St. Louis ; Havana and Detroit ; Milwaukee and Mobile ; Charleston and Pittsburg ; Cleveland and Savannah ; Philadelphia and Eastern Cuba ; and Boston and the middle of the Island of St. Domingo, or Hayti.

The difference in the latitude or longitude of the places thus grouped, is in no instance great, and would not, in any case, amount to more than a few miles. Where points cannot be taken on precisely the same parallel or meridian, similarity of position is sufficient for all practical purposes. The number of places selected should not be large, not larger than the above; and it should not be understood that the latitude and longitude of all those places must be committed to memory; for those not already included among the guide points, are so situated with reference to those points, that their position can be readily inferred from them. The same is true of intermediate places whose situation it is desirable to retain in the memory.

By a similar system of grouping, the relative position of places on the two continents, and the grand divisions of the globe, may be learned and remembered. Thus: Washington corresponds very nearly in latitude with Lisbon; New Orleans with Cairo in Egypt; Richmond, with Athens; New York, with Madrid and Pekin, China; Providence, R. I., with Rome; Newfoundland, with Paris; London, with the Straits of Belle Isle and Southern Labrador; and the parallel of sixty degrees, spoken of above as passing near Cape Farewell, if extended to the other continent, would pass very near three European capitals — Christiania, Stockholm, and Saint Petersburg. The parallel of the middle of Cuba passes through the Great Desert of Africa, the Red Sea, and near Calcutta; Rio Janeiro corresponds with the southern part of Madagascar, and the middle of Australia; and the meridian of seventy degrees west passes near the capital of Maine, through the Island of Hayti, and the western part of South America, riding, as it were, the Andes mountains for several hundred miles between Chili and LaPlata.

The reader will please remember that we have selected these places principally for the purpose of illustration. The teacher's judgment must decide what particular places, and how many of them, are to be used in practice.

We have great confidence that the hints here suggested will accomplish something for the learner, if judiciously carried out. One thing, however, is absolutely necessary for their success: Too much must not be attempted. And in closing this article we can do the

teacher no greater favor than to observe, that the same remark applies, with great emphasis, to all that is done, or attempted to be done, in teaching the much abused science of Geography.

A. P. B.

### SCHOOL RECORDS.

WE wish to express our most decided approval of the practice of keeping a record of the recitations, deportment, and attendance of pupils. It is a powerful and healthy stimulus to laudable exertion on the part of pupils, and a most valuable aid to the teacher in the government and instruction of his school. In no other way can he be so well satisfied in regard to its actual condition and progress. We presume our experience in this matter has been not unlike that of many other teachers who may read this article. In the course of our teaching we have sometimes kept a full record, and at others a partial or limited one; and then, again, have omitted it altogether. But we have, for several years, felt fully convinced that the teacher cannot do justice to himself, nor to his school, without keeping a full and impartial record. An equally varied experience has also fallen to our lot in regard to the kind of record and plan of keeping it. We have invented several systems of our own, and have improved upon them; have adopted those methods found in use by other teachers, and have obtained many valuable hints from works on education and the teacher's profession. The able Superintendent of Public Schools in the city of Chicago, in a recent treatise, has given some suggestions upon this subject worthy of the reader's earnest consideration.

Some systems are objectionable on account of their unfairness, not doing justice to pupils of different capacities; while others are equally partial and defective, in exhibiting merely the intellectual standing and progress of the pupil, without including other elements equally important. Again, many plans involve an amount of labor in keeping them, which becomes altogether too great a tax upon the time and strength of the teacher; and they are therefore highly objectionable. We are inclined to think that more teachers abandon the practice of keeping records, from the great amount of



labor necessary to keep them, than from all other causes together. This is the fault of the particular system adopted, and not of the principle under consideration. Systems must, of course, vary with the age of pupils. In Primary Schools and those of low grade, but little can be done with records except for attendance and general deportment; but in High Schools, Academies, and Grammar Schools, all those elements may be included which affect the pupil's progress, deportment, and character.

We will endeavor to give the reader the main features of a system of records which we have used for some time, and which we find fair and just to all classes of learners, and quite satisfactory to both teacher and pupil. It also admits of being kept and reported with comparatively a small amount of labor — a feature which will readily be appreciated in its practical use.

The elements of the record are four: Scholarship, Deportment, Attendance, and Industry, or application to school duties. A record of deportment is indispensable. However desirable good scholarship may be, and we are second to no one in our admiration of it, it is of far less importance than good character and good habits.

No argument is needed in favor of constant attendance; and one of the most efficient agencies, in the hands of the teacher, to secure such attendance, is a good system of recording and reporting it, so that it shall enter into the sum total of the pupil's work. When every case of absence and of tardiness is felt by the pupil to affect his known standing in school, he will realize fully the importance of constant attendance, and will make a corresponding effort to secure a clean record.

Industry is an element of record hardly less in importance than what is generally understood by deportment. As a personal habit and a trait of character, it becomes one of the grand secrets of success in life to a majority of mankind; and the want of it occasions failure and mortification, waste of character, and loss of happiness. Regarded in this light, it cannot be omitted from a school record without unfairness; and in the case of pupils whose habits of application are good, its omission is a matter of great injustice.

There are, in almost every school, pupils who are good scholars and who naturally acquire very easily; who, however, are seldom seen to study, yet are ever prepared at recitation. Now, although

such pupils accomplish considerable, as scholars, they are entitled to little credit for it personally, for they make but little effort. They can be idle, or in mischief, three-fourths of the time, and still appear well at the recitation. Then there are others who learn with the greatest difficulty, and only by the most laborious effort. Every step gained costs them the severest toil, and the expenditure of much time. Notwithstanding such pupils appear only passably at the recitation, or indeed make a failure, they deserve great credit. They have made an effort; and judicious, persevering effort is the true measure of merit, as well as the true index of success.

In each of these elements, the standard of excellence is one hundred; and as the report is made for a month, of twenty school-days, a good recitation, attendance, good deportment, and good application, for a day, will each be of the numerical value of five. For each lesson lost by absence, unless subsequently made up and recited, a deduction of five is made; and for failures in recitation, or for imperfect lessons, deductions of one, two, three, or four, are made, according to the nature of the case.

Every day's absence occasions a loss of five in the record of attendance; half day's absence, two, (giving the pupil the benefit of the fraction, to induce attendance for half of the day where it cannot be secured for the whole); tardiness, one. It is considered fair to make no deductions for absence if occasioned by sickness; as the record will still show the disposition of the pupil to be present; but the same principle will not apply in the record of scholarship; for a lesson lost by sickness can be subsequently prepared and recited, and until that is done, the deduction should stand.

For improprieties in conduct, deductions, of from one to four, are made under the head of Deportment; and for idleness, in like manner, under Industry.

By combining the numbers obtained for the month, under each of these four elements, and dividing their sum by four, we obtain the general average, or totality of the pupil's standing. The report of a single pupil from our record-book of last month, will perhaps make the method plainer.

Miss E. B. has been absent one day, and tardy once: Attendance, 94. The lesson lost by absence was subsequently recited; but imperfect lessons occasioned deductions amounting, in all, to

five: Scholarship, 95. Two slight improprieties in conduct, communications, perhaps, or something of the kind, reduce Deportment to 98; and idleness, on three several occasions, leaves the record for Industry at 97. Averaging these numbers, we obtain 96. Miss E. B.'s record will, therefore, be reported as follows: Scholarship, 95; Deportment, 98; Attendance, 94; Industry, 97; General Average, 96. In obtaining the report for scholarship, a record is kept separately of each branch pursued by the pupil, and the average of the several studies is the number entered under that head.

That justice may be done to those pupils, occasionally met with, who can pursue more branches than the average of the school, "extra credits" are given. If the average number of studies and exercises in school is four, no pupil can obtain, even with recitations all good, a monthly *aggregate* of scholarship of more than four hundred. In case the number of studies is greater, and the aggregate is greater also, an extra credit of one is given for every fifty contained in the excess of the aggregate above four hundred. Thus, for five studies, and an aggregate of, say, four hundred and eighty, an extra credit of one would be obtained; and if the aggregate is five hundred, or, with a greater number of studies, five hundred and fifty, two, or, in the latter case, three extra credits are due. But to avoid such an increase of studies as would prevent thoroughness, no extra credits are given, whatever may be the aggregate, unless the record of scholarship in a majority of the studies reaches ninety-five; for the pupil with a few branches well acquired accomplishes more than one with a greater number of studies and a low average. As there will, ordinarily, be but few cases where extra credits will need to be taken into account, this feature of the system will require but little additional labor on the part of the teacher; and, it may be added, from the fact that the number of such is small, no great injustice will be done to the school if it is omitted entirely.

To hold out an inducement for real excellence in scholarship, a system of "special credits" is used, by which a credit of one is given for each study in which the record shall reach one hundred—that is, in which the lessons for the month have all been good, with no deductions. The practical advantage of this is, it encour-

ages pupils to do their work well, and prevents them from taking more studies than can be attended to with thoroughness and accuracy.

In giving credit for a good recitation, we do not take as a standard what would in all cases be called a perfect lesson; but such a lesson as is within the reach of the average of the class, by proper study and application.

When studies alternate, they can be combined and recorded as one. If spelling is a daily and a leading exercise, it should be reckoned as a full branch; and the per centage of words spelled correctly taken as the number for that branch, in making up the average of the several studies for scholarship. But if it is not a full study, being only an occasional exercise, or occupying but a very few moments each day, it may be considered as half a branch; and half of the per centage taken to be used as above. Composition, and declamation, if they receive a good degree of attention, say once in two weeks, may be fairly reckoned as of the value of five recitations each, and the two exercises would then together amount to half a study per month, and may be combined with spelling, or with any other branch of the same rank. It will not be difficult for a teacher of discretion and good judgment, to assign to such occasional or partial exercises their true relative value. It is certainly highly important that composition, spelling, and declamation, should receive constant attention and encouragement; and for that reason they should enter into the scholar's record, that he may be duly credited therefor. There are pupils who are not good recitation scholars, but who excel in writing or speaking. Such will be fairly dealt with by the method above indicated. It is at the same time just that those who acquit themselves well at the recitation, but whose spelling is bad — very bad — should have the character of their spelling fairly incorporated into their report; for it is a one-sided culture, and a one-sided effort at education, to be distinguished for recitation work at the expense of an ability to spell decently the common words of our own language — the language which is to be the constant vehicle of our thoughts, and which every person must be called upon to write, more or less, in the business affairs and friendly intercourse of life.

The method of keeping the record and of making out the month-



ly reports, needs to be considered next. For scholarship, a class book (an ordinary blank record book) may be used, containing the names of the pupils in the several classes, and ruled with twenty columns or more, for the number of school days in a month. In these columns are entered deductions only, and not the numerical value of each recitation. If the ruling is done with ink, and the deductions made in pencil, the pencil marks can be erased at the end of the month, and the same page used for several successive months. Instead of such a book, we prefer to use cards. For each class a common letter envelope is superscribed with the name of the study, as "Chemistry," "Virgil," "Algebra," etc. Into these envelopes are placed cards, upon which are written, across the middle of the card, the names of the pupils in the class. At the recitation, pupils are called upon, not in the order in which they sit, but miscellaneously by the use of these cards; care being taken to shuffle or change the order of the cards frequently. If the recitation is a good one, no record is made; but if the lesson is imperfect, a deduction, according to the nature of the case, is made in pencil on the lower part of the card; and if the pupil is absent, a deduction of five, or the date of the absence, (every such date being considered equivalent to a deduction of five,) is written upon the upper part of the card, which may be erased or crossed out if the lesson is afterwards made up before the expiration of the month. By recording deductions only, instead of the numerical value of each lesson, a vast amount of labor is saved to the teacher; as, in a majority of cases, but few marks, and in some none at all, will need to be made in the course of the whole month. At the end of the school month, the sum of the deductions on the card is to be taken from one hundred, and the remainder is the record, or per centage of scholarship. As in case of the class book, spoken of above, the deductions can then be erased, and the card used in like manner for many times. The size of the card which we use is about three inches in length and two in width; and of that kind commonly called printers' blanks, from which pencil marks can be removed with greater ease than from a card with a glazed or enamelled surface. To record Department and Industry, or rather deductions under those heads, draw upon a sheet of paper, or tablet board, a diagram of the school-room, representing

the seats by small squares or oblong figures, in which are written the names of the pupils in the order in which they are seated. This diagram is kept upon the teacher's desk, and deductions made upon it, as occasion for them is observed, with very little labor and time; those for Deportment being made in the upper part of the figure, while the entries for Industry are written in the lower. They are made up at the end of the month, transferred, and entered, as in Scholarship. The account of Attendance can be taken from the ordinary "Register," or, with less labor, from an alphabetical list of pupils upon which are made, from time to time, the deductions for absence and tardiness.

If it is desirable, at any time, to make up the record for a less time than a month, it can be done by subtracting from one hundred, four thirds of the deductions for three weeks, four halves for two weeks, and four times the number for one week.

In most systems of records, the greatest amount of labor and time is involved in making up the per centages and the average for the month, or for whatever time they are to be made up, and in furnishing reports to pupils. We have known teachers to spend from six to ten evenings a month for this purpose. This is certainly too severe a tax upon the teacher's time. The system under consideration requires but little labor for this part of the work; and by the use of a little system and skill, can be reduced to a very small amount indeed. We find the leisure of two evenings a month, amply sufficient to make up the records and reports of a school of eighty pupils. Our plan is simply this:

Take a large sheet of paper, (we use smooth wrapping paper about three feet by two in size,) and rule it in squares of about three inches upon a side. Devote a square to each pupil, writing the names in the upper part, and in alphabetical order. By economizing space, this sheet will be sufficient for several months. With this sheet before him and with the recitation book, or cards, in hand, the teacher now transfers all the per centages for scholarship to their several squares respectively, writing them in a vertical column, for convenience in adding, with or without the names of the several branches written against them, as may be preferred. They are then added and averaged, and transferred to the proper column in the Permanent Record book. This book is a common blank record

book, in which are written the names of the pupils, alphabetically, on the left hand margin of the page, leaving as many lines blank between the names as there are school months in the year. At the right of the names, five vertical columns are ruled, headed respectively, "Scholarship," "Deportment," "Attendance," "Industry," and "General Average." If Extra and Special Credits are used, two additional columns will be needed. To this same Record Book are next transferred the items from the Attendance Register, and from the record of Deportment and Industry. The four items, Scholarship, Deportment, Attendance, and Industry, are then added and averaged, and placed in the fifth or "General Average" column.

The entries for the first month are made on the same line with the pupil's name, and those for subsequent months in the same columns, on the lines below. This brings the whole record of a pupil for a term, or for a year, together; so that his standing and progress for the whole time can be examined at a glance of the eye. If the number of lines between the names be somewhat greater than the number of school months, it will give an opportunity to make out and enter averages for the term, and for the year, which are designated, respectively, "Term Averages," and "Yearly Averages."

Blanks, printed upon cards or paper, with headings for several months, are convenient for giving out reports to pupils, and for preservation. In the absence of these we have sometimes extemporized a method which divides the labor with the pupils. Each pupil writes his name at the top of a card, or slip of paper, and on the left hand margin, in a vertical column, the headings of the report, as "Scholarship," etc. When reports are called for, and they are usually sought with great eagerness, these cards are presented, and the several items are copied from the Record Book by the teacher. This method requires very little time for giving out the reports to pupils.

We have found it advantageous to read all the reports occasionally before the whole school; or to write them out in tabular form and post them in the school-room, where pupils can examine and compare at their leisure.

It would be a judicious expenditure for every school to be furnished with a large Record Book, prepared with headings for the

purpose, in which the standing of each pupil, including all the particulars of the report, branches of study, etc., during his entire connection with the school, should be made a matter of permanent record, and be kept as the property of the town, city, or institution. It would be something more than a matter of mere curiosity, for us to know with accuracy what was the school-day record and standing of those persons who, in after life, have distinguished themselves, or who, at the present time, are prominent in all the various avocations of life; and especially if we could know in what studies or department of school duties they were distinguished or deficient. Such facts, if reliable, as rumors never are, would throw valuable light upon the philosophy of education, and serve as useful hints to the teacher.

We have been thus particular in speaking of the details of our system of records, that its practicability may be understood and appreciated by those not accustomed to keeping a record; and particularly by those who have been induced to abandon the practice on account of too much labor rendered necessary in keeping and making it up. That the system is a very fair and judicious one, we feel quite sure; and we are equally sure that, upon trial, the judgment and good sense of the reader will endorse our own opinion. Furthermore, that it can be kept, and reported as often as may be desirable, with a very small amount of labor and time, we know from actual experience. But we have not the presumption to suppose that it is perfect. On the contrary, we have the charity to believe that it is quite possible that many readers of the *Teacher* will be prepared, ere long, to designate points upon which they can suggest improvements. If so, we hope they will do as we have done; give the public the benefit of what they know upon the subject.

We sincerely hope that no teacher will be dissuaded from keeping a record by the shallow remark, sometimes heard, that "such things engender ambition" among pupils. We believe in ambition; and have serious doubts of the completeness of any person's character from whose creed ambition is left out. That there is an ambition that is unsanctified and productive of harm, we acknowledge; and of such ambition it may be said,

"By that sin angels fell."



But that a generous emulation among boys and girls, to attain to a high standard of true excellence in scholarship, deportment, and character, is questionable, we do not for a moment believe. It is just such a spirit that has given to the world, in every age, those noble men and women who have been the benefactors of our race, and whose lives, in the humblest sphere as well as in the highest, we may safely take as the worthiest models for our imitation.

A. P. S.

## HELPS TO THE STUDY OF LATIN.

### NUMBER III.

THERE are those who regard the irregularities of word forms, in language, as a misfortune to the learner, and a positive hindrance to the ready acquisition of the language. Such a view of the case is not in all respects correct. Language is not artificial, nor mechanical; but is formed in accordance with the laws of thought. It takes its form as naturally as the plastic metal of the founder which he pours into his mould. It is not by mere accident that certain words, as the adjective *good*, the verb *to be*, and others, are singularly irregular in all languages. They are moulded in accordance with laws, and those laws are the laws of mind. Now all such irregularities actually add to the strength of language, and to variety in the expression of thoughts; and it is the duty of a good grammarian to classify such words, and to state definitely the general principles that apply to them, so as to render their acquisition as easy and systematic as possible. This, however, is not always done. The compilers of grammars often leave such irregular forms without any proper classification, and the pupil must acquire and retain them by mere dint of memory.

We have never quite forgiven the authors of one of our best Latin Grammars, for the loose manner in which they have stated and left the *Reduplication of the Latin verb*. We well remember, that after meeting with a few such cases in reading, we searched anxiously, but in vain, for a rule for reduplication that would apply in all cases; and for a complete list of reduplicating verbs. We

found it stated, that some verbs prefix to their second roots their initial consonant with the vowel which follows it, *or with e*. Pray, now, how is the pupil to know when to use the "vowel following," and when "e"? No rule is given, although one can be so readily derived from the verbs themselves. Such indefiniteness of expression always reminds us of the discovery which an excellent old dame thought she had made, by which she could tell the quality of eggs before breaking them. Hastening to her neighbors one day, that she might make known her discovery, she exclaimed, in the goodness of her heart, "If you wish to know whether your eggs are good or not, put them into a vessel of water, and if they *are* good, they will — sink or swim, I have forgotten which!"

No Latin grammar gives a complete separate list of reduplicating verbs. The grammar alluded to above, the best in use, probably, gives a list of those in one conjugation, without, however, their full reduplicating forms, and leaves the pupil to look up those of the other conjugations in the several lists of verbs that are given to exhibit a variety of irregularities. And even then he is nowhere assured that he has had given a list of all such verbs.

We have learned by experience that this matter of reduplication can, at a very early stage of the pupil's progress, be brought fully within his comprehension, and without that ambiguity which is left upon his mind by the singularly loose language of the grammar above quoted. Our practice has been to devote a lesson or two to this subject specially; thus compassing the whole matter at once, and fixing it in the pupil's mind, clearly, and for all time. We write out upon the blackboard something like the following, requiring pupils to copy and commit thoroughly to memory.

Reduplication consists in prefixing to the second root of verbs their initial consonant with the vowel following it; but if such vowel is *a*, it is invariably changed to *e*. No other vowels change. Thus: *Mordeo*, *momordi*; *pario*, *peperi*.

*Do*, and *sto*, which have no vowel in their roots, reduplicate with *e*.

When a verb begins with *s*, followed by another consonant, as *sto*, and *spondeo*, the *s* of the root is dropped.

The only compound verbs which reduplicate are the compounds of *do*, *sto*, *disco*, *posco*, and some of those of *curro*. Most of the

compounds of *curro* have also the regular perfect without the reduplication. Compounds of *do*, and *sto*, of which the first part is a dissyllable follow the rule of the simple verb; and take the reduplicating syllable between the verb and the prefix; as *circum-do*, *circum-de-di*; but those compounds of which the first part is a monosyllable, change the *e* to *i*, as *ad-do*, *ad-di-di* — compounds of *do*, with a monosyllable, are of the *third* conjugation. There are twenty-two simple verbs which reduplicate, as follows:

*First Conjugation.*

Do	dare	dedi	datum
Sto	stare	steti	statum

*Second Conjugation.*

Mordeo	mordere	momordi	morsum
Pendeo	pendere	pependi	
Spondeo	spondere	spopondi	sponsum
Tondeo	tondere	totondi	tonsum

*Third Conjugation.*

Cado	cadere	ceceidi	casum
Cædo	cædere	ceceidi	cæsum
Cano	canere	cecini	cantum
Curro	currere	cucurri	cursum
Disco	discere	didici	
Fallo	fallere	fefelli	falsum
Pango	pangere	pepigi	pactum
Parco	parcere	peperci	parsum
Pario	parere	peperi	partum
Pello	pellere	pepuli	pulsum
Pendo	pendere	pependi	pensum
Posco	poscere	poposci	
Pungo	pungere	pupugi	punctum
Tango	tangere	tetigi	tactum
Tendo	tendere	tetendi	tensum
Tundo	tundere	tutudi	tunsum

Pango has also *panxi* and *pegi*, in the perfect.

A few thorough reviews of the above, requiring the list of verbs, arranged by conjugations and alphabetically, to be written out in full from memory, will relieve the pupil from all further trouble or uncertainty upon the subject of reduplication.

The changes made in the second root of several of the verbs, such as dropping the *n*, changing the *a* to *i*, in *cano*, *tango*, etc., do not properly belong to reduplication; but would more naturally be explained by rules for the formation of the second roots of verbs.

A. P. S.

### THE NEXT STEP.

At the recent meeting of the Massachusetts State Teachers' Association, in Boston, in November, the following was one of the topics discussed: *What is the Next Step to be taken by Educators to secure the Highest Interests of Education in the Commonwealth?* Several gentlemen who spoke on that topic, confessed considerable difficulty in getting at the definite meaning of the question; and others who considered themselves fairly on the track, were not very explicit in their ideas of steps, nor very well agreed as to what the "next" step should be.

Now we are going to propose a "next step," which we are fully persuaded will be clearly understood, strictly "in order," and one that will be seconded by every sensible reader of the *Teacher*. We move for *an increase in the compensation of Female Teachers throughout the Commonwealth*. In this matter, be it understood, we are not speaking for ourselves, nor for any near friend; for we have neither sister, cousin, niece, nor maiden aunt in the profession; but we plead for the sex, and, as we think, for "the highest interests of education in the Commonwealth."

In the light of justice and of humanity, we submit that it is not creditable to the intelligence and the educational status of the Old Bay State, that the female teachers who are spending the very best portion of their lives, wearing out soul and body in the exhausting labors of the school-room, should not receive a fair compensation for their labors. We shall not produce an array of statistics from the last Report of the Secretary of the Board of Education, for the figures of that Report are, or ought to be, familiar to the reader. They are low enough, as we all know, even in the large cities and towns, where the amount of wealth and the economical policy of graded schools, furnish no excuse for low wages; while in some



of the smaller towns, and more sparsely settled districts, the compensation is, in very many instances at least, so small as to be absolutely contemptible. When a town pays a woman one dollar and a half for a week's work in the school-room, and then pays two dollars and a half a week for her board, we ask, most seriously, if such is the appreciation of the intelligence of that town, of the relative value of stomach and brains. If so, were our residence in that town, we would sooner be the schoolmaster abroad than the schoolmaster at home.

We are aware that women in other occupations are also poorly paid; and we would second their demands for a better compensation, as heartily as we would wish to have them, and all good persons, aid us in securing the same for the female teachers of our land. It would be very easy to show, however, that in very many of the avocations in which woman finds employment, she receives a more adequate remuneration than is obtained by the female teacher. Especially is this true if we take into account the character of the labor performed, the necessary expense in preparation for that labor, and the wear of health and life unavoidably occasioned by the occupation. Setting aside the relation of woman to the domestic circle, there are few females who can continue in the business of teaching for a lifetime. In a majority of cases their delicate organization and extreme sensibility yield to the long-continued, wearing, labors of the school-room, from which the faithful teacher can find no escape, while remaining at the post of duty. The number of venerable school dames still in the service is never very large; while the list of those who, ere they have passed the meridian of life, have been compelled to abandon their calling, with broken constitutions and shattered nerves, is always a long one. Unlike merchant princes they do not retire with a handsome competency for the evening of their days; often with not a bare sufficiency for the infirmities of invalid life. Such a state of things ought not to be; and we believe its existence is to be attributed to the fact that the intelligent portion of the community have not given the subject proper consideration, rather than that they are willing to secure an education for their children at the expense of unrewarded labor. We know very well that the teacher performs a great amount of unappreciated labor, even when

well paid ; but still it is not, in Massachusetts, characteristic of the spirit of this age, to be indifferent to the just claims of those who occupy so important a position as the teacher, and who perform a kind of labor so highly necessary to the welfare and progress of our race.

As a question of mere expediency, viewed in the light of political economy, it is plainly for the interest of the community to give our lady co-laborers an increased compensation. . The public cannot expect to command or retain the best talent in the profession, unless it is well paid for. The direct effect of low wages, in any calling, is to drive the most successful and skilful laborers in that calling to seek occupation elsewhere ; perhaps in other avocations where their skill will command a more suitable reward. Such an untoward influence is often seen depleting the educational ranks of both sexes in Massachusetts, and elsewhere in New England. Some of our most efficient teachers, teachers whom Massachusetts ought to have retained in her own schools, have gone to labor in the far West, because more ample means for the support of themselves and families were offered them ; and also because they naturally believed that the community that would pay them better, would also better appreciate their labors and the position to which they are entitled in public esteem. We were recently told by a gentleman well known in educational circles, that in a certain New England city, not in Massachusetts, the ordinary expenses of living have so greatly increased of late, without any corresponding increase in the teacher's wages, that the female teachers seriously think of seeking some other occupation, solely because their salaries are hardly sufficient to pay their board ! It is a short-sighted policy for any community to attempt to ignore the principle, that all labor should be well paid for, and no more. It is only by the application of this principle that both parties to the labor can be benefited and derive their support.

But, says the reader, while this is all very true in the light of justice and of good policy, how is this increase of pay to be obtained ? Shall we strike ? We think not ; certainly not as strikes are too often conducted. Strikes are not according to our liking. They seldom accomplish what they are designed to obtain, and often occasion much suffering, which is too apt to fall upon those

who take little or no part in such movements. It is a questionable method of exacting more pay from employers, which they call *extortion*, and which they think justifies them in retaliation whenever circumstances place their dependents entirely in their power. The ill-feeling engendered is far more likely to affect injuriously the employed than the employer. Rather than strike, it would be better to leave the occupation quietly and peaceably, and seek a livelihood by other means. Whenever such a course should be generally taken, the increased demand for laborers would be quite sure to advance correspondingly the compensation for labor.

In our present case, however, it would be far better for the teachers to set themselves prudently about enlightening the community, in regard to the relation they sustain to them. Let them educate the public mind up to the full appreciation of the kind of labor they perform for them, and the reward justly due for such labor. Ladies can talk. Let them do so, to the mothers and the fathers of their pupils; to their committees; and to the voters of their town. Let them not be discouraged by the ignorance and narrow-mindedness they may encounter, nor alarmed by the shallow but noisy babble they may hear of, coming from some addled town meeting orator. Ladies can use their pens. Let them, then, show by statistics and actual facts, as has recently been done in the city of Boston, the great increase in the expenses of living occasioned by the events of the last two years. Let them write an article for the *Massachusetts Teacher*, or for their local newspaper, and make out a strong case. It will enlighten public opinion, and secure their coöperation, besides enlisting the gallantry of the other sex. If, after such a course has been taken, prudently, but persistently, the public still refuse to accede to their reasonable demands, it will be something new in the history of public agitation of such subjects; for it is by just such means that people in other callings seek to obtain better pay.

Meantime, fellow teachers, educate yourselves to the highest standard of qualification, as teachers and accomplished women; and let the community see that your services are worth something; and let every family in your district or town see the difference between a good school and a poor one; between a skillful and suc-

cessful teacher, and one whose work is all bungling and failure. If you are really deserving of high appreciation and reward, it will ere long be known; your light cannot be hid under the measure of your school-room. The children will tell their story at home, and the decision of your employers will soon be, that you are so much "liked," that they cannot afford to spare you.

Be prudent, but urge your claims and their justness, with earnestness and persistence. Agitate; be hopeful; and unflinchingly adopt, as your own, the motto of the renowned Oliver — "MORE."

A. P. S.

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### COMPOSITIONS.

TEACHERS often make great mistakes in assigning to young writers too difficult subjects for composition. Learned and abstract topics are altogether beyond their capacities. Let the topic be one that pupils know something about, and one in which they are interested, and they will write as naturally as they would talk upon it. The following was once given to all the members of a mixed school — "Ought the young ladies of this school to have an exercise in Declamation before the School?" Of course the boys were anxious to make out a strong case on one side, and the girls equally so for the other side. The result was both parties surpassed themselves, writing better compositions than ever before.

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THE ability to converse well, is one of the highest accomplishments which man or woman can possess. Teachers should lead their pupils to the accomplishment of so important an art.

THE pupil who obeys, or yields to the teacher because he fears punishment for disobedience, has not yet learned the first principles of obedience.

FOR girls, domestic education should be as stringently insisted on, as public education for boys.



## Resident Editors' Department.

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### THE MICROSCOPE AND THE STEREOSCOPE.

IN the *Teacher* for Dec., we said a few words in description and in commendation of the "Craig Microscope." We learn that the instrument has been quite popular as a holiday gift, the present season, and we know of nothing which can be bought for the same money, that will afford the young folks half as much entertainment and instruction. As a plaything they will never tire of it, but it is sure to prove something more than a plaything. At first, a mere toy, it soon becomes a teacher, inviting the young to the study of the infinitesimal marvels of creation.

It is well, as we have already said, to have with the Microscope a select assortment of the "mounted objects," prepared expressly for it. They are convenient to have at hand, if you wish to exhibit the instrument to a friend, or to a circle of young visitors. Many of them are exceedingly curious and interesting objects, which you could not yourself easily obtain or prepare. The examination of them, too, furnishes good elementary practice in the use of the instrument. And this, by the by, is quite an important matter. The instrument is very simple, and remarkably easy to use, considering its high magnifying power; but still it requires a little patience and a little practice to use it to the best advantage. The most awkward manipulator is pretty certain to be amused by it, and to learn something from it, but in more skilful hands it will become a hundred-fold more entertaining and instructive. The management of the light may make a great difference in the distinctness and the beauty of some of the mounted objects. Some objects, like the more opaque of the vegetable tissues, require a very strong light, natural or artificial. You cannot see them well on a cloudy day, or with diffused sunlight. You must have the direct rays of the sun on the mirror, or abundant artificial light, to enable you to look *through* them, and see clearly the marvellous network of their cellular structure, woven in the magic loom of sunbeams like those which now illumine and reveal its lovely tissue. Other objects, of a more transparent nature, are best seen with less light. A few experiments, with different degrees of illumination, will teach you which is best for each object.

The insects and the botanical objects, sold with the Craig Microscope, are all excellent; but the three or four specimens of crystallization which we have seen, are not so good. We have sometimes obtained more perfect crystals by evaporating a minute portion of a solution on a bit of glass.

Of the microscopic photographs, the *Lord's Prayer* is to be preferred to the *Ten Commandments*. The latter, though a mere speck on the glass, covers too much space to be viewed all at once, without distortion of the parts farthest from the centre; but, by bringing successive portions to the centre of the lens, you find that every letter is perfectly printed by those dexterous typographers, the sunbeams. The *Greek Slave*, and the group of *Canova's Graces*, the only other of these

minute sun-pictures which we have examined, are as faultlessly beautiful as the original marbles.

The Stereoscope is another excellent instrument for the home or the school-room. The "Bellevue Stereoscope," patented in Dec., 1863, is much the cheapest and most serviceable that we have seen. It combines, in a very ingenious form, the good points of the most costly stereoscopes, with some good points wholly its own. It is the first cheap instrument of the kind, that can be adjusted to different eyes. This is a very important point. The ordinary stereoscope may be suited to your particular pair of visuals, or it may not be. If it is just right for your eyes, and you happen to be short-sighted, it will not be right for your far-sighted friends, or for anybody else whose eyes are not "focused" exactly like your own. This Stereoscope has the advantage, too, of being very compact. You can shut it up and put it in your pocket, like a pair of spectacles. You can stow it in the smallest drawer of your table, or in your writing-desk, or take it with you on a journey, in a corner of your carpet-bag. For teachers of the unmarried persuasion, who not unfrequently have to condense all their goods and chattels into the compass of one small room, this compactness will be no slight recommendation.

Stereographs have come to be so cheap that a few dollars will buy quite an assortment. These may form the nucleus of your collection, which, with a small outlay, from time to time, for new pictures, will soon become a large and varied one. If you wish to use it with your pupils, you will, at first, make it up mainly of landscapes. A judicious selection of these will be worth all that they cost, as aids to the teaching of geography and history. Next to landscapes, we should give the preference to works of art, like the exquisite stereographs of the "Palmer Marbles." We believe that such "things of beauty" will awaken a love of the beautiful, and develop a pure and refined taste, even in young children, and thus become to them "a joy forever."

The "Craig Microscope" and the "Bellevue Stereoscope," with a great variety of mounted objects and stereographs, are sold by Messrs. C. H. Wheeler & Co., 5 Essex Street. They are the exclusive agents for both instruments, in the New England States, as well as for the "Slated Globes," etc., described in our advertising columns.

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### THE ENGLISH LANGUAGE AND LITERATURE.

HOWEVER modest the teacher's library may be, there is one department of it that should be well filled; that which pertains to the history, the laws, and the literature of our language. There are books which only those who teach certain branches of knowledge may need, but every teacher is a teacher of the English language. Indirectly, if not directly, he gives instruction in it, every day that he spends in the school-room. He *uses* the language daily. It is the medium through which he gets nearly all that he learns, and conveys nearly all that he teaches. We even "think in words," and the words must be those of our mother tongue.

We say that this department of the teacher's library should be *well* filled. We

do not mean that he must have many books, but that he must have the best books. There are scores of volumes that it is well enough for him to have, if he can afford to buy them; but if, like most teachers, he must be content with those which he cannot afford to do without, he need get but a few works. He should certainly have Geo. P. Marsh's two volumes, "Lectures on the English Language," and "The History of the English Language and the Early Literature which it Embodies." They are the first American works on the English Language, which have been recognized as authorities on the other side of the Atlantic. They are the first really valuable contribution of American scholarship to the history of the language. They are worth more to the student than anything else and everything else that has been written on the subject by Americans.

Another work which the teacher cannot afford to deny himself, is Professor George L. Craik's "History of English Literature and the English Language," just reprinted in this country. The author occupies about the same position abroad that Marsh does with us. In 1844, he published, in six volumes, a work on the History of English Literature, which received the highest praise from the best critics. The present work, published in 1861, is, in the main, a republication of that, with many alterations, additions, and improvements. It is a chronological survey of the whole body of our literature, from the Saxon period down to the reign of Victoria, with copious illustrations, especially from writers whose works are less generally known. The introductory discussions on the antiquities of the language, give the results of the most recent research. On these subjects Craik is everywhere accepted by scholars as an authority. Professor Clark, in his "Outline of the Elements of the English Language," lately published, speaks of Craik and Marsh as "the two best writers on the early history of our language and literature."

This little work of Professor Clark's, by the by, is the best book of its class that we have seen; an excellent first book for the student, or for the general reader who wishes to know the leading facts in the history of the language.

With these books you would do well to have Fowler's "English Language," (the revised *octavo* edition,) for collateral reading on the history and development of the language, and for reference on all purely grammatical points. It is the only "English Grammar" published in America, intended for advanced scholars, the only one which can be used as a sequel to the ordinary school text-books on Grammar. We do not except Goold Brown's "Grammar of Grammars," which is a mere *omnium gatherum* of the opinions of grammarians, good, bad, and indifferent; an "old curiosity shop," in which, if you have the patience to pick over the heaps of antiquated trash, you may now and then find a trifle worth culling from the rubbish. The book is so bulky in proportion to the really valuable matter in it, that we would not allow it a place on our library shelves, if you would make us a present of it. Fowler's Grammar, as we have said, is the one standard work of its class, on either side of the Atlantic. We do not forget Latham's works, and we advise you to own Latham's largest work on the language, if you can afford it, or, if you can't, the American edition of his "Hand-book." But Latham, as an able critic has said, is "preeminently" one of the "writers who have the remarkable faculty of making the subject which they may happen to treat forever more distasteful and wearisome to their readers." The man does not live who can state an interesting fact in a more uninviting way. Euclid is lively reading compared with

the awful sequence of dry logical formulas which constitutes his style. And Fowler, even if, as critics aver, he has stolen a good deal from Latham, has at least given something of life and grace to the dry bones he has disentombed.

We must close abruptly here, but shall resume the subject anon.

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#### U. S. MILITARY ACADEMY AT WEST POINT.

THE usual attack on West Point in Congress has already been resumed. The Mexican War furnished ample proof of the value of this institution, and this war has given still clearer evidence of its usefulness and necessity. But wide-spread prejudices exist against our National Military Academy. Many of the last "Board of Visitors," representing as they did various shades of opinion, political and religious, and all sections of the loyal States, entertained serious doubts as to the practical value of the Academy previous to their visiting the institution. But a thorough examination into its discipline, instruction, police, administration and fiscal affairs, an examination continued sixteen days, served to dissipate all our doubts as to the importance of maintaining such an academy.

One of the most common objections to West Point is the assumed disloyalty of its graduates. But what are the facts? From November, 1860, to January 1, 1862, 19 graduates from the free States resigned, 15 of whom joined the rebel service, and the other 4 were in sympathy with the rebellion, and 178 graduates from the slave States resigned, making 197 who were disloyal. On the other hand, 133 from the slave States, and 623 from the free States, in all 756, remained true, giving a majority of 557 graduates who have been fighting for the Union. On making inquiry as to the personal relations of the professors, we learned that sixteen sons or sons-in-law of these professors are now in the Federal service, or have fallen in the field since this war began, and not one has joined the rebels.

Grave charges have been made against the Military Academy on the ground that its standard of morals is low, and that intemperance and its kindred vices are unusually prevalent. After a full examination we found not only that these charges are unsustained, but that the standard of practical morality and personal honor is pure and high, and that intemperance and its kindred vices are strictly and successfully guarded against, the sale of intoxicating liquors being utterly prohibited at West Point. The second, third, and fourth classes have voluntarily taken upon themselves, as classes, a pledge of honor to abstain totally from all intoxicating liquors during their connection with the institution. A pledge of honor means something among the Cadets. It makes it the duty of each member of the class to report every infraction of their mutual pledge. In one case a Cadet did report a supposed violation of this pledge on the part of a warm personal friend. The offender was at once summoned before the Superintendent, Col. Bowman, and none was more rejoiced than the "reporter" to find that the liquor discovered in the room of his friend was used only in accordance with the prescription of the regular Surgeon of the post. This act of reporting, however, was approved by the whole corps of Cadets.



The more important changes which the "Board of Visitors" recommend are the four following, which we are permitted by the Secretary of War to publish in advance of the printing of the Report for the use of Congress.

1. That the number of Cadets be increased to four hundred, which is the capacity of the institution. This recommendation President Lincoln is already beginning to carry out.

2. That the age required for admission be advanced.

3. That the attainments required for admission be advanced. These still remain substantially as they were fifty years ago, and, in many cases, the attainments of the candidates are exceedingly meagre. One candidate we heard in reading try in vain three times to pronounce the simple word "*thorough*." The same candidate could not spell correctly the name of his native State.

4. That competitive examination be substituted for the present mode of appointments, which brings often very poor material to West Point.

Less than one half of those admitted are graduated, in some classes not more than forty per cent., and the common cause of failure is an obvious want of attainments and of natural aptitude for military studies and duties. The whole number admitted to the Academy is 4,626; the whole number of graduates 2,020. The teaching is most thorough and able; the Professors are eminent in their several departments, but they cannot *create* military talents. Their greatest embarrassment is found in the want of capacity and culture on the part of many whom they are required to instruct. The present plan of appointments sacrifices full one-half of the usefulness and efficiency of the Academy. Let a competitive examination glean the choice young men from each State — those who have a special fitness for military studies and services, and West Point will become an institution of which the nation may justly be proud.

Competitive examination has been successfully tried in all the great military schools of Europe. Pupils are admitted to the Polytechnic School of France only after severe examinations, in which any Frenchman between sixteen and twenty years of age may compete.

#### FEMALE HIGH SCHOOL AT NEWBURYPORT.

On the 19th of December we attended the twentieth anniversary of the Girls High School of Newburyport. A special interest is felt in this institution, as the oldest Girls' High School in the State. It was established twenty years ago, not without great opposition, but its eminent success has long since converted opponents to friends. The first Principal was Eben S. Stearns, afterwards Principal of the Framingham Normal School, and now at the head of the Albany Female Academy. The second Principal was Mr. M. P. Case, a superior scholar and a truly excellent man, whose early death was a great loss to the cause of education. The present Principal, Mr. William C. Todd, entered upon his duties in September, 1854, and the continued and increasing popularity of the school during the last ten years fully attests his efficiency, fidelity, and scholarship. The first assistant, Miss Sarah A. Greene, who on the first day of the first session, twenty years ago, kept

the school alone, in the unexpected absence of the other teachers, has remained at her post to this day, much beloved by her present as by all her former classes.

The eminence of the school is due in no small degree to the permanence of the teachers. In twenty years there have been but "two principals and four assistants not now connected with the school." The course of study, arranged by Mr. Stearns for three years, is now extended to four. Classes are promoted by the test of written examinations. The minimum age on admission is now thirteen years, but the average on entering is fifteen, and nineteen on graduation. The diplomas introduced in 1855 have tended to increase the number of graduates. We were glad to learn that the great majority of the present members intend to complete the full course of four years. In many towns and cities, premature "graduation" has become a serious and common evil; and many "finish their education" when that great work is really but just begun.

In the address of Mr. Todd, giving a brief and interesting history of the school, it was stated, that one hundred and fifty-six of the graduates of the school have been teachers, and that forty of the present teachers of Newburyport were educated in this school. Mr. Todd said, that, for the last "eight years, not a complaint has been brought to the school by either parent, or committee, nor has the Principal been obliged to appeal to either in a case of discipline." After the reading of the Report of the Principal, addresses were made by Rev. Leonard Withington, D. D., who gave the address at the first anniversary, twenty years ago, by Mr. Northrop Agent of the Board of Education, Rev. A. B. Muzzey, Rev. Mr. Thurston, Rev. Dr. Spaulding, and E. S. Stearns, the first Principal. In the evening a levee was fully attended by the former graduates, and the numerous friends of the school. A beautiful silver goblet and salver, with appropriate inscriptions, were presented to Miss Greene, a merited testimonial for her twenty years' faithful service. The presence of the Mayor, and other city officials, the clergy, school committee, and prominent citizens, evinced the deep interest deservedly felt by the citizens of Newburyport in their Female High School.

We visited this school on a former occasion when no teacher was in the room, and then found pleasing evidence of order, self government, and studiousness in the school.

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#### "JOLLY GOOD TIMES" AT TEACHERS' INSTITUTES.

At a teachers' institute, held at Oswego, N. Y., commencing October 5th, Commissioner Smyth awarded a prize of Webster's Dictionary to Miss Licetta Smith, the successful competitor in a "spelling match," she having spelled correctly forty-seven out of fifty words selected by Prof. Sanders. A silver ice-pitcher and sundry other "fixins" were presented to Commissioner Smyth by the teachers. Speeches were made, and after a jolly good time the last evening, the institute adjourned. — *New York Teacher*.

## VISIT PARENTS.

WHEN visiting a most excellent school in the Connecticut Valley, the Principal, who is one of the most experienced and successful teachers in the State, said to us, "I never had any difficulty with the School Committee, or the parents of my pupils. When I have foreseen danger of misunderstanding, I have always visited them, and thus forestalled the trouble. This method has uniformly been effective." We often find occasion to reiterate to our fellow teachers the council, "Visit the parents." A few months since we found the Principal of a High School in trouble. He had struck a severe blow upon the head of one of his pupils. When the attendant physician expressed his fear that the blow would result in the loss of the sight of one eye, the parents very naturally felt incensed and aggrieved. We chanced to meet the Principal the very day of this occurrence, and our advice to him was, visit the parents at once. Acknowledge your mistake. Express your regret and sympathy. Assure them that you will never strike a scholar on the head again. A frank confession that you did wrong is due them, and will be most likely to conciliate. We at once saw that our advice was unwelcome. Instead of visiting the parents, he sent them a letter, denouncing their son in very harsh language and justifying himself. The result was, that teacher soon left the school, and the town.

## CENSUS OF MASSACHUSETTS.

WE are indebted to Secretary Warner for the "Abstract of the Census" of this State in 1860, prepared under his direction by George W. Chase. This volume of nearly four hundred pages bears evidence of much care and research. From its wide range of valuable information we cull the facts most interesting to the friends of education. Population, 1,231,066; of whom 596,713 were males, and 634,356 females; colored, 9,602. The number of families in the State was 250,304. Number of dwelling houses, 202,212.

Number of deaf and dumb, 377; Americans, 338; foreigners, 39; paupers, 11.

Number of blind, 454; Americans, 371; foreigners, 83; paupers, 56.

Number of insane, 2,246; Americans, 1,392; foreigners, 854; paupers, 1,637.

Total number of paupers, 6,037; Americans, 3,062; foreigners, 2,435.

Number of convicts, 3,171; Americans, 1,727; foreigners, 1,444.

In density of population Massachusetts ranks as the first State in the Union, and while it is only the thirtieth in respect to area, in population it is the seventh. In the absolute increase of population *per square mile*, from 1790 to 1850, and from 1850 to 1860, it stands at the head. Our numerous manufactories have largely attracted immigration from other New England States, and from Europe. Hence the number of persons in Massachusetts, over twenty years of age, is ten per cent. greater than in the United States at large, while the number under twenty years of age is nearly ten per cent. less than in the country at large.

FROM LIFE. "He got under the spout, and got wet, and got a bad cold, and has got the croup, so his mother says he could n't come." These are the words we heard soon after entering one of the intermediate schools of Newburyport a few days since.

In all cases of unexcused absence, the teacher is accustomed to send word promptly to the parents, and solicit an explanation. The parents there cordially coöperated, and thus the average attendance has been greatly increased. They often send information to the teacher when their children are necessarily detained, knowing that otherwise, a messenger from the school will be sure to appear early each morning or afternoon. "Charley" had just returned from such a "mission" when he gave the report quoted above.

Other teachers we find in various parts of the State carrying out the same plan. We do not say that it should be adopted in all circumstances, and with schools of all grades. But in cities and compact villages, where the distances are short, experience has proved its utility. It diminishes truancy. It invites and secures parental coöperation. It heightens the children's estimate of the value of the school. It shows the district that an earnest teacher is at work among them.

## INTELLIGENCE.

### PERSONAL.

Rev. William Allen, D. D., of Northampton, reached his eightieth birth-day January 2nd. All his surviving children — seven — were present at this festive occasion, also his son-in-law, Hon. Erastus Hopkins, a member of the legislature, Prof. H. B. Smith, of Union Theological Seminary, N. Y., and Charles Hammond, Esq., Principal of Monson Academy. At the last session of the Teachers' Institute held in Northampton, Dr. Allen manifested a deep interest in its exercises, and made a very happy address, in which he paid a feeling tribute to his first teacher, whose death-bed he had visited the night previous. When attending her school held in the porch of the Congregational Church in Pittsfield, at the age of four years, the celebrated Pittsfield elm was struck by lightning, and the broken top falling against the church doors, gave the children "a terrible fright." Dr. Allen retired from the Presidency of Bowdoin College twenty-five years ago. Not long since he published a third revised edition of his "Biographical Dictionary," a standard work.

We have received a letter from a former teacher and patron of the *Massachusetts Teacher*, now Col. H. B. Titus, of the ninth New Hampshire regiment, dated Paris, Ky., December 26, 1863, in which he gives a significant item :

I saw a few days since what to me was really a curiosity, — the muster and pay rolls of the 40th Kentucky mounted infantry recently organized ; and of one full company only fifteen men, including the non commissioned officers, could sign their names. The rest had all the same signatures, not "St. 1860 X," nor "his (X) mark," but simply "X."

We lately had a very pleasant interview with Mrs. Emma Willard of Troy, founder of the celebrated Troy Female Seminary. Although nearly eighty years of age, she seems as genial in spirit and brilliant in conversation, as when we first met her,



twenty years ago. She continues her literary labors with unabated interest, and, besides an extensive correspondence in this and other lands, is revising her well-known History of the United States.

*Mrs. Somerville*, now in her eighty-third year, has completed a work on the solar spectrum, heat, electricity, the correlation of forces and the constitution of minute atoms, animal, vegetable, and mineral. This lady, in physics and astronomy, is probably the most learned woman of the age.

The Presidents of our colleges are now all believed to be thoroughly patriotic. Two sons of Dr. Sears, President of Brown University, acted as Captains in the first Bull Run battle. President Stearns of Amherst, has given up a noble son to his country. We lately met Captain Amos Lawrence Hopkins of the first Mass. Cavalry, the third son of Dr. Hopkins, President of Williams College. His brother, next older, is on the staff of Brigadier-General Briggs, and the eldest is Chaplain in the hospital at Alexandria.

Died, in Framingham, December 31, 1863, *Mrs. Frances L. Bigelow*, wife of the Principal of the Framingham Normal School, aged 27 years and 7 months. Her father, Rev. E. G. Babcock of Thetford, Vt., sent her, while very young, to the Thetford Academy, then in charge of Rev. Hiram Orcutt, where she began the study of Latin at the age of seven years, in which she made rapid progress. At eight years she read in Virgil, and commenced the study of French, Drawing, and Botany. She united with the Congregational Church at thirteen, and began teaching school at fourteen, entered the State Normal School at Framingham, at sixteen. After her graduation she resumed her favorite work of teaching in the public schools, till at the age of nineteen she was appointed assistant teacher in the Normal School. She was a scholar of rare and varied attainments for one of her years, and as a teacher she was clear, accurate, and enthusiastic, winning and attracting her pupils to herself and imparting in an unusual degree her own enthusiasm to them.

She continued to teach in the Normal School several months after her marriage, in November, 1856, in which she always took a lively interest. Her loss is deeply felt, not only by her thrice afflicted family, but by the members of the Normal School, which owes much to her clear judgment, wise counsel, and inspiring example. It was our privilege to see her but a few days before her death, and to witness her cheerfulness and joy in bright anticipations of the heavenly home, to which she was consciously and calmly drawing very near.

*Dr. Edward Hitchcock, Jr.*, Professor of Physiology and Physical Culture in Amherst College, has been appointed by Governor Andrew one of the Trustees of the State Lunatic Asylum at Northampton.

*Samuel E. Sewall* of Boston, has been appointed one of the Trustees of the State Lunatic Asylum at Worcester.

*Ellen E. Cooke*, daughter of Alfred H. Cooke of Northampton, who has been for more than three years teaching in Northwestern Georgia, returned home on Saturday. She left Atlanta five weeks since, and went via Pulaski and Decatur, Alabama, to Nashville, Tennessee, in a private conveyance. She was four weeks performing this part of the journey, and during it the party was attacked by the bushwhackers and one of their number was killed.

*Roswell C. Smith* of Hartford, the well known writer of school books, has renewed the copyright on his grammar, arithmetic, and geography, for fourteen years longer, the first copyright of twenty-eight years having expired. This is the only instance where an author has written three treatises on three distinct subjects, which have survived the first copyright of twenty-eight years.

*Samuel P. Hine*, lately a teacher in Fall River, has become assistant editor of the *Newport Daily News*.

We have lately received a letter from *Miss Myra A. Proctor*, a graduate of the Framingham Normal School, who has been a missionary teacher in Aintab for the last five years. Though separated from friends, and deprived of many of the comforts of home, she has been very happy in her noble work, and feels abundantly rewarded by the cheering results already witnessed. Besides her daily duties in the school-room, she has translated several text books into the Armenian language.

*The Joint Standing Committee* of the Legislature on Education consists of men of more than usual educational experience, viz: Messrs. Battles and Dudley, of the Senate, and from the House, Messrs. Borden of Fall River, Copeland of Malden, Otis of Roxbury, Beecher of Georgetown, and Otheman of Chelsea. Mr. Battles had a very successful experience as a teacher for fifteen years in Boston and vicinity. For some years he has been Chairman of the School Committee of Milford, where his skill and efficiency have introduced many improvements into the schools. He was also an influential member of the of the Educational Committee, when in the senate of 1861.

Mr. Dudley taught an academy two years, was tutor in Yale College four or five years, and for a long time kept a very successful boarding school in Northampton.

Mr. Borden is one of the most wealthy and influential citizens of Fall River. He was formerly a member of Congress, and has manifested a deep interest in the cause of education.

Mr. Copeland, a lawyer by profession, has taken a lively interest in the schools of Malden, where he has been a prominent member of the School Committee, and for some time the Superintendent of schools. He was also a prominent member of the Educational Committee last year. Ex-Mayor Otis is a gentleman of high standing in Roxbury, and has been officially connected with the schools, and Chairman of the School Committee. Rev. Mr. Beecher of Georgetown, is well and favorably known to our readers. Mr. Otheman of Chelsea, was a member of the Board of Education from 1850 to 1858, and is practically acquainted with the educational operations of the State.

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## BOOK NOTICES.

SCIENCE FOR THE SCHOOL AND FAMILY: Part II. CHEMISTRY. By WORTHINGTON HOOKER, M. D. New York: Harper & Brothers. 1864. pp. 435. Price \$1.25. For sale by A. Williams & Co., 100 Washington St., Boston.

We gladly welcome another of Dr. Hooker's admirably written text-books on science for the young.

The design of this treatise on Chemistry, differs from most of the works on this

subject. It is for unscientific readers as well as experts, and is within the comprehension of any who are willing to *study*, with a view to obtain practical and useful knowledge in regard to the common every-day phenomena of life.

It introduces the pupil, at first, to the simple principles, and by successive stages unfolds the higher departments of this interesting branch, and concludes with the consideration of Organic Chemistry.

The experiments, introduced to illustrate the topics, are such as can be tried with very simple apparatus. The numerous engravings present to the eye the results of many which cannot readily be tried.

We can but hope that this book will find its way into many families and schools.

Natural Science is gradually taking the prominence its merits warrant in the curriculum of studies pursued in a course of popular education, and we rejoice that this is the fact. There is no good reason why the masses of people should not understand the principles that lie at the foundation of the arts and trades into which many of them will enter.

All teachers will be glad to read, and, we trust, many will use this excellent book.

**A PRACTICAL GRAMMAR OF THE FRENCH LANGUAGE.** Containing a Grammar, Exercises, Reading Lessons, and a Complete Pronouncing Vocabulary. By WM. I. KNAPP, A. M., Professor of Modern Languages and Literature in Madison University. New York: Harper & Brothers. 1864. pp. 592. For sale by A. Williams & Co., 100 Washington Street, Boston.

The aim of the author has been to present a clear and systematic statement of the rules and usage of the French Language, together with illustrations and exercises sufficient to make them comprehensible and plain to the pupil.

The arrangement of this work is the result of the author's practical experience as a teacher, and presents his views of the method of studying the elements in Part I. In Parts II. and IV. — which are designed to accompany each other — the etymological department is furnished with numerous exercises for translation, with reference to rules previously committed.

Part V. contains reading lessons, designed to include the principles of the grammar in all their different modifications. The vocabulary contains, beside the definitions of the words used, a figured pronunciation of each. A friend, in whose judgment we place great confidence, pronounces it the best French Grammar extant.

Teachers of modern languages are invited to give it an examination and trial.

**GENERAL BUTLER IN NEW ORLEANS.** History of the Administration of the Department of the Gulf in the year 1862; with an account of the Capture of New Orleans, and a Sketch of the previous Career of the General, Civil and Military. By JAMES PARTON, author of the "Life and Times of Aaron Burr," "Andrew Jackson," etc. New York: Mason Brothers. 1864. pp. 649. Price \$2.00.

This volume is one of the most interesting issues of the press during the past few months. It is written in a bold and vigorous style, and presents General Butler in a most admirable light. The author fully appreciates the ability and position of the man who was placed in one of the most trying and responsible positions of any military chieftain of the present struggle, and yet the record appears to be honest and accurate, while it is intensely graphic of one of the most remarkable events of the war. It embraces official papers and documents that render the work of permanent historical value.

No administration has been so much canvassed as that of Gen. Butler's in New

Orleans, both in this country and in Europe. He was the man for the emergency, fertile in resources, fearless in the execution of plans which he deemed necessary to promote the welfare of the Union.

Mr. Parton has added to his previous reputation by this contribution from his pen. It is issued in a good style by the popular publishers.

**CHRISTIANITY THE RELIGION OF NATURE.** Lectures delivered before the Lowell Institute. By A. P. PEABODY, D. D., LL. D., Preacher to the University, and Plummer Professor of Christian Morals in Harvard College. Boston: Gould & Lincoln. 1864. pp. 256.

This volume of lectures is a valuable contribution to the department of literature to which it belongs. The best thoughts are here found of one of the ablest of New England's writers and thinkers.

The thoughtful reader will find food for the mind, which will, if properly digested, strengthen the faith and deepen the character. Dr. Peabody has for many years edited the *North American Review*, and was eminently fitted for the production of these lectures. We trust they will be extensively bought and read.

**THE BIVOUAC AND THE BATTLE FIELD; or, Campaign Sketches in Virginia and Maryland.** By GEORGE F. NOYES, Captain U. S. Volunteers. NEW YORK: Harper & Brothers. 1864. For sale by A. Williams & Co., 100 Washington Street, Boston.

The author well states the scope and design of these sketches in the following language: "They seek only to portray interior views of tent life, common homely experiences, the every-day personal incidents of camp and battle-field, with such explanations and details as may instruct the uninitiated as to the ordinary camp life of the American volunteer."

We find this an entertaining and extremely readable book. Many of the battle scenes are portrayed with much skill. All friends of the volunteer should buy and read it. It is neatly bound and well printed.

**TOUSSAINT L'OUVERTURE: A Biography and Autobiography.** Boston: James Redpath, 221 Washington Street. 1863. pp. 372.

This work was published in England ten years ago, and attracted much attention, under the title of the "Negro Patriot of Hayti." No more opportune time could be found to reproduce this thrilling story of a man who stands out as a representative of a race, whom God seems to be about to rescue from the tyranny and oppression to which they have been so long subjected by the civilized nations of the earth. The history of Fort Wagner and Port Hudson already shed a new and brighter lustre upon the heroism of the Negro race. Had our public men read and pondered the life of Toussaint L'Ouverture they would not have been so tardy in doing justice to the black man in their estimation of his ability to occupy positions as military officers in the glorious army of the Union.

The volume is embellished with a likeness of the black hero, dressed in military costume, which we think well becomes him. We hope many military suits will be worn by this race in the United States.

**I WILL BE A SAILOR: A Book for Boys.** By Mrs. L. C. TUTHILL. Boston: Crosby & Nichols. 1864.

This is a racy tale of adventures boys always love to read. The Yankee character and pluck are strikingly illustrated. The boy of fifteen returns from New Orleans a fit companion of the noted General Butler, for he too "*dared and suffered*" for the good cause.



**THE BOYHOOD OF MARTIN LUTHER.** By HENRY MAYHEW. New York: Harper & Brothers. 1864. For sale by A. Williams & Co., Boston.

This biography of the great German Reformer is one of the most admirable books we have read, the present season, for the young men and lads of these times; when the elements of character, so conspicuous in Luther, are not as universal as could be desired. The facts for this volume were carefully gleaned by the writer, who resided for two years in the localities he describes. The whole is told in quaint old Saxon, which adds a charm to the lessons of the hero's life.

It is neatly bound, and is an attractive as well as useful book for the young.

MARY LYNDSEY, by LADY EMILY PONSONBY; JOHN MARCHMONT'S LEGACY, by M. E. BRADDON; and RACHEL RAY, by ANTHONY TROLLOPE, are from Harper's Library of Select Novels—Nos. 235, 238, and 237. Harper's. 1864. For sale by A. Williams & Co.

We have not read these books, but have heard them commended by those who are fond of this kind of literature. The imprint of the publishers is a guarantee that they are of a character that the reading classes of this style of works may buy without fear of being imposed upon, as many are who read *second rate* books of fiction.

Books of imagination have their place and cannot be wholly set aside by the man of culture, but they should be of the *best* character to warrant a perusal.

**CARLETON'S DAYS AND NIGHTS ON THE BATTLE-FIELD: A Book for Boys.** Boston: Ticknor & Fields, Publishers.

This is a work well calculated to promote among youth the growth of that military spirit upon the full development of which our power as a nation must hereafter depend. Mr. Coffin's letters, as a war correspondent, are known to all, as they afford some of the best accounts that have appeared of the principal actions of the civil war; and in this volume he has prepared narratives of those brilliant events for the use of the young.

"In closing these pages, my young friends," "Carleton" says, "I have endeavored to make a contribution of facts to the history of this great struggle of our beloved country. It has been my privilege to see other engagements at Antietam, Fredericksburg, and Gettysburg, and if this book is acceptable to you, I hope to be able to tell the stories of those terrible fields." As there can be no doubt of the popularity of these American "Days and Nights," we shall have the pleasure of again seeing Mr. Coffin in the field of literature, throwing more light upon the fields of war. The diagrams and illustrations attached to the volume add to its value, and the list of military terms is very useful.

THE SCIENTIFIC AMERICAN announces a new volume for the coming year (the 10th) with unusual inducements to mechanics, inventors, manufacturers, engineers, chemists, agriculturists, and all classes of readers, to send in their subscriptions, \$3 a year, to Munn & Co., 37 Park Row, New York. We assure them that they will get far more than the worth of their money. The style in which this journal is edited, and printed, and engraved, is very superior.

**THE ATLANTIC MONTHLY.** January, 1864. Boston: Ticknor & Fields.

The present number opens with a very interesting sketch of "Governor John Winthrop in Old England," by George E. Ellis. Mrs. Stowe gives the first of her "House and Home Papers," the domestic cast of which may be guessed in the title, but their naturalness and wit must be enjoyed by actual perusal. There are

two capital stories: "Ray," by Prescott, and "Stephen Yarrow, a Christmas Story," by the author of the "Life in the Iron Mills." Agassiz continues his graphic accounts of the "Glaciers;" Gail Hamilton gossips delightfully about "My Book;" Dr. Holmes pays a warm but judicious tribute to Mr. Beecher, "The Minister Plenipotentiary;" and Mr. Hazewell gives a satisfactory review of the war, under the title of "The Beginning of the End." Of the poetry, it is sufficient praise to say that it is by Bryant, Longfellow (translation from Dante), and Lowell. We are glad to observe six good literary reviews, including an excellent one of the life of Theodore Parker. The *Atlantic* certainly makes a strong beginning for 1864.

#### PROFESSOR GUYOT'S WALL MAPS.

No greater educational enterprise has ever been brought to a successful completion than that of Scribner & Co. in producing these maps of the distinguished Guyot. The influence it will have upon the instruction of the young in America can hardly be over estimated. No science has been in the past so poorly taught as Geography in our schools. With the *manual*, which the author is soon to produce, the skilful teacher has the means at hand of presenting the science in the best possible manner.

We trust that the undertaking will be appreciated, and the author and publisher be amply rewarded.

We notice by the report of the Quarterly Meeting of the Boston School Committee that these valuable maps were adopted for the High and Grammar Schools of that city. We are happy to learn that these beautiful maps are finding their way into many of the public schools of New England — and that Prof. Guyot's method of teaching Geography is becoming more and more popular. During the discussion of this question at the Teachers' State Convention, this system was uniformly advocated and generally acknowledged to be the true one. We insert the following testimonial from the *California Teacher*, written by Hon. John Swett, the wide-awake and able Superintendent of Public Schools of that State, with which we heartily coincide:

"Scientific men, as well as teachers, have been looking forward to their publication with deep interest, and the results exceed the most sanguine expectations. For accuracy, beauty, freshness, clearness, and harmony, they excel any before published either in this country or in Europe. Those teachers who have read "Earth and Man" need not be told, that few men live so well fitted to prepare such a set of maps.

"He came to the United States in company with Professor Agassiz — and in Physical Geography, occupies a place corresponding to that of Agassiz, in Natural History.

"The complete works of Prof. Guyot are now being brought out on a scale corresponding to their merit, by Charles Scribner, of New York, involving an expenditure of \$40,000.

"It is the intention of the author and publisher to furnish maps and text-books adapted to all grades, from the Primary School to the University.

"The publication of these works marks a new era in the study of Geography.

"The miserable collection of names of innumerable towns, rivers, cities, capes, bays, etc., etc., down to infinity, will disappear. Their occupation is gone.

"Geography will soon be taught as a science that shows how the Great Creative Hand can be traced in all its departments; that the earth is an organic total, fitted for the home of man; that there is a 'life of the globe;' that design is exhibited in all its members; that mountains, rivers, seas, and oceans influence the progress

of nations; that LAW rules universal, all over the face of the globe; that everything is adjusted with the most exquisite harmony—in fact, that Geography is a science, second in interest to no other—excepting, always, arithmetic, with which the multiplication-mad teachers 'discipline the mind.'

"Prof. Guyot was, in early life, a pupil of Carl Ritter and Alexander Humboldt. He early became an earnest investigator of the natural world; the mountains and glaciers of his native land were his school rooms; and since his removal to this country, he has become familiar with its mountain ranges, and physical features.

"We may well feel proud of the publication of such works in our own country—the author's adopted home. Will any one dare say there is no improvement in school text-books?"

**RICH AND HUMBLE:** or, The Mission of Bertha Grant. A Story for Young People. By OLIVER OPTIC (Wm. T. Adams). Boston: Lee & Shepard. 1864.

A few days since, as our pupils were standing around our desk, during a recess of a stormy day, discussing the best kinds of reading for them, one of the boys remarked "that he did not think much of *mere novels*, but he liked Oliver Optic's books. *They are first rate*; they all make me feel stronger and better." We think the lad was right.

No author is more welcomed by the young, and no books can be more safely placed in their hands. His writings, as in this volume of Rich and Humble, inspire the reader with a lofty purpose. They show the wrong courses of life only to present by contrast the true and right path, and make it the way which youth will wish to walk in, because of its being the most pleasant and inviting.

The book is issued in most tasteful style. Everything in keeping. We hope our friend, the author, will continue to write as well as teach, for in this way he accomplishes a double good to the young.

**MR. MIND AND MADAM RAISE.** Harpers. For sale by A. Williams & Co.

This book of wonders, — written in a marvellously extravagant, allegorical style — is calculated to attract the children.

**NORTH AMERICAN REVIEW.** No. 202. January, 1864. Boston: Crosby & Nichols.

This leading American journal, which has been conducted for the past ten years by Dr. Peabody, has now passed into the hands of Prof. James Russell Lowell and Charles Eliot Norton, Esq., as editors. The present number is of great value. It treats all questions of politics and literature in a thorough and impartial manner. The scope of criticism is wide, and the points well presented. It invites particular attention to its opinions on the side of ethics and religion, as in the articles on "Bible and Slavery," "The Bibliotheca Sacra," etc.

The critical notices are keen and excellent. This number impresses us favorably with the new management. We learn that no pains or expense is to be spared by the editors and publishers to make this the strong pillar in the literary temple of America.

We earnestly hope that the lovers of literature will respond, by sustaining this veteran quarterly most generously.

**THE AMERICAN JOURNAL OF EDUCATION.** Edited by Hon. HENRY BARNARD. December, 1863.

This Educational Quarterly closes the year 1863 with a valuable number.

Its leading articles are: "United States Military Academy, West Point;" "Allden Partridge;" "Military System and Education in Switzerland;" "Military

System of Austria;" "History of Common Schools of Connecticut;" "Schools as they were Sixty Years Ago;" "Normal Schools;" Life of Francis Wayland," etc, etc.

It is strange that this journal is not better patronized by teachers. How any real live teacher can do without this journal is a mystery to us.

THE CHRISTIAN EXAMINER. No. ccxli. January, 1864.

This number contains, with other able papers, an eloquent sketch of the character and morals of the German poet, Uhland; an attractive review of "Ticknor's Life of Prescott;" a thorough discussion of "Our Ambulance System;" and an exposition and criticism of the "Two Messages," by Abraham Lincoln and Jefferson Davis, which one of our leading journals justly commends as "a fitting continuation of the series of political papers or discussions of National questions which have made so striking and so creditable a feature in the *Examiner* ever since the rebellion began.

The number closes with the "Review of Current Literature," a department of the *Examiner* which is, of itself, well worth the subscription price of the periodical. "We know of no Review," says the critic whom we have quoted above, "which is so conscientious, searching, interesting, instructive, in its book notices, as the *Examiner*."

The *Examiner* is published, in bi-monthly numbers of at least 156 octavo pages each, by the proprietors, 245 Washington Street, Boston, at *four dollars* a year.

DREAM CHILDREN. By the author of "Seven Little People and their Friends." Cambridge: Sever & Francis.

"Among the multitude of books for children published for the Christmas holidays," says the *North American Review*, "there will hardly be found any more charming than this little volume of stories. Its external form, the prettiness of its covers, the clearness of its finely-cut type, the appropriate originality of its initial letters, the excellence of its larger illustrations, are only the befitting dress and adornment of stories delightful alike in feeling and in fancy."

The book is one of the exquisite "Golden Treasury Series," published by Sever & Francis. No books more faultlessly beautiful externally, no books whose contents are more worthy of their exquisite setting,—like "apples of gold in pictures of silver,"—have been printed in America.

THE CONTINENTAL MONTHLY. January, 1864.

This number is well filled with stirring articles. Hon. Robert J. Walker continues his able letters on "American Finances and Resources." S. P. Andrews gives the second part of "The Great American Crisis." Hon. F. P. Stanton shows that our "Union is not to be Maintained by Force." Mrs. Cook has another one of her agreeable papers on "Reason, Rhyme, and Rhythm." "The English Press" is discussed (an introductory paper) by Nicholas Rowe of London. Tales and poetry in the usual proportion. For sale by A. Williams & Co.

SUNSET STORIES, No. 1. HELEN ROTHSAÿ: a Book for Boys and Girls. SUNSET STORIES, No. 2. SKETCHES OF DOLL LIFE. VERONICA: or, the Light-House-keeper; by the author of "Karl Keigler." A BUDGET OF FUN for Little Folks; by Aunt Maggie.

All these books, published by Loring, 319 Washington Street, we are glad to commend to teachers and parents in search of presents for children; and this we do, remembering that one should be far more cautious in selecting books for the



young than for their elders. "Doll Life" is the doll's own account of her experiences and adventures, and is meant for the younger children. It will help them out wonderfully in making up a history for their wooden and waxen favorites. "Helen Rothsay" will delight the boys and girls from eight to twelve years old, and, at the same time, teach them some excellent moral lessons. "Veronica" is a gracefully written and thrilling story. The young will follow, with eager interest, the fortunes of the little heroine as she drifts out to sea, fast asleep in the boat that has floated away from its moorings. "The Budget of Fun" tells of a company of little girls who form a knitting-circle for the soldiers, of the good times they have together at their meetings, of the stories that "grandmother" tells them from the old Norse mythology and other sources, of their visits to the ship-yard and to the camp at Readville, and a good deal more equally entertaining. The "fun" is all the better for being associated with practical benevolence.

#### LITHOGRAPHS, COLORED CARD-PICTURES, ETC.

Messrs. J. H. Bufford & Co., 313 Washington Street, publish several series of colored card-pictures which we cordially commend to teachers and others, as presents for children, and as very pretty and very useful "Object Lessons" for home or school. One series is devoted to *Alga*, or "Sea Mosses," the gathering and pressing of which is a favorite employment with lovers of nature, in their summer loiterings at the sea-side. It requires close scrutiny to convince one that these lithographs are not the real mosses fastened to the paper. Their wonderful delicacy of structure, their varied and brilliant coloring, are perfectly reproduced, and you almost fancy that they exhale the fragrance of the sea; just as the real *alga* retain for years the briny aroma of their "august abode" in the mighty deep.

The *Birds*, of which there are several series, form a beautiful aviary in miniature, and are an appropriate complement to the "*Little Folk's Menagerie*," each series of which contains a dozen quadrupeds, native and foreign, true to nature in drawing and coloring. In no other cheap form that we know of, can you get good colored pictures of these animals to use as illustrations in teaching children the elements of natural history. A few dollars could hardly be spent better, for a primary school, than in making up a museum of these pictures, to be used as topics of occasional oral exercises. There is always time for such exercises, but, if you fancy that there is n't, you could at least let children who had been prompt and faithful in learning their lessons, look over the collection of pictures as a reward. But no true teacher, no thoughtful parent, will need to have us tell them in how many ways these pictures of natural objects may be used to amuse and instruct the young, in the school-room, or at the family fireside.

Bufford & Co., publish also several series of miniature copies of large engravings, many of which, at one-fourth the cost, will compare not unfavorably with the card photographs of the same pictures.

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them, either on paper or on canvas. Such are the Flume and the Snow-Arch in Tuckerman's Ravine, even the most successful photographs of which are far from satisfactory. Neither lithograph nor photograph, not even Starr King's kaleidoscopic word-painting, can give any idea of the Snow-Arch to one who has not seen it. But most of these pictures are of subjects less difficult to depict, though not less lovely or less grand to look upon; and these to one who has never been among the mountains, may afford a very pleasant field for what Lowell has felicitously called "Fireside Travels." With their aid (and with Starr King's book, which is itself a tour among the White Hills, with all the poets who have sung of mountain scenery for company,) you may visit our New Hampshire Alps, even in the dead of winter, while toasting your toes at your own fireside. It is a very cheap and very comfortable way of travelling, compared with paying three dollars a day for the small chance of being fed at a dinner-table where the ravenous crowd have to be admitted in successive squads, and for the fiftieth part of the parlor floor to sleep on; to say nothing of the other vexations which make the real travel a pursuit of pleasure under difficulties.

Other things in the attractive catalogue of the Messrs. Bufford we must leave to another time.

JEAN BELIN: or, the Adventures of a little French Boy. From the French of ALFRED DE BREHAT. Boston: Loring.

This is a new book in the vein of Robinson Crusoe, the Swiss Family Robinson, etc., and a remarkably good addition to that very attractive department of juvenile literature. It will be received with the most unqualified commendation by all youthful critics, and older ones will readily endorse their estimate of its merits. It is one of the best boy-books of the season.

FAITH GARTNEY'S GIRLHOOD. Boston: Loring.

And this is *the* best book of the season for girls. "Its high tone of sentiment, its shrewd, thoughtful reflections, its sound, practical sense, together with its insight into and sympathy with the needs and aspirations of girlhood, make it an attractive and admirable book for young people." Such is the verdict of the *Christian Examiner*, one of the highest critical authorities in the country, a verdict which has been approved by *all* critics. We regret that we cannot speak of the book more at length, at this time.

BOYS AT CHEQUASSET. By the author of "Faith Gartney's Girlhood." Boston: Loring.

The highest praise that we can give this book, in a single hurried sentence, is to say that it is as good in its way as "Faith Gartney;" and that parents who are sensible enough to buy the latter for the girls, should, at the same time, buy this for their brothers. Both books should be in every school library, and in every family library.

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